

# INTERNATIONALIZING TASK FORCE REPORT

## August 2004

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## PART I: EXECUTIVE SUMMARY

### Introduction/History

In Summer 2003, a task force met to discuss the decline in numbers of international students at Whitworth College. As a result of those discussions, members concluded there were additional issues related to international education that needed clear definition and direction. The group recommended to the President's Cabinet that a second task force be convened during 2003-04 to address internationalization more holistically. The Cabinet established the Internationalization Task Force (ITF) and asked that recommendations be brought back to them and to the Presidential Planning Commission for possible inclusion in the 2005-10 strategic plan. The ITF was convened nine times during the academic year and contained the members identified on the title page of this report.

### Process

The ITF organized its work according to an outline included in an International Educator article by Madeleine Green, "The Internationalized Campus: A Strategic Approach" (Winter 2003). Study and discussion included the following topics: identifying characteristics we wish to see in Whitworth graduates, articulating a vision for a successfully internationalized campus, assessing strengths and weaknesses of current programs, and making recommendations for an action plan to be incorporated in the college's 2005-10 strategic plan.

As we neared completion of our work, we identified the following nine areas to include in this report: vision, climate, campus culture, curriculum, co-curriculum, international students at Whitworth, study-abroad opportunities, structures for communication, faculty and faculty development. Various members drafted sections, but all participated in revising. To conclude, we arrived at the top six recommendations of the group, with accompanying action steps. Conclusions are summarized below, followed by recommendations and action steps. The full report, complete with appendix, follows the executive summary.

### Conclusions

#### **Vision—Section 1**

Whitworth's "Educational Principles" say we want students to know the world, including "various intellectual and aesthetic traditions," and that we are committed to preparing them "to relate well within and across cultures." Beyond that catalog statement, however, the college has not had a written, comprehensive vision for international education. The ITF believes that, in part, a Whitworth education should encourage the development of students as global citizens who better understand the world and how faith and learning relate to the world's well being. Section one articulates student outcomes that we identify with global competence and includes examples of action steps required. The terms "internationalization" and "internationalizing" are used to cover the many facets of international learning throughout Whitworth's educational environment, from residence hall programming, to classes incorporating global perspectives, to the impact of international students and faculty on our campus and study-abroad opportunities. Each international program and activity can contribute to shaping our learning climate, and will do so best if seen as part of a whole, rather than fragmented.

#### **Climate—Section 2**

There are a number of factors regionally, nationally, and internationally which affect both the need for internationalizing Whitworth to a greater degree, and our ability to do so. The public—including

students, parents, and employers—expects a college education to provide more knowledge and understanding of the world. Organizations ranging from Congress to the Council for Christian Colleges and Universities emphasize the need for international education. International students in large numbers continue to value study in the U.S., while here on our campus Whitworth students and faculty would like to participate in study-abroad programs to gain the benefits of cultural immersion. World-wide Christianity is growing so fast that 60% of the world's Christians now live outside the U.S., a fact which has implications for us as a Christian college. However, international economic and political climates create barriers for international students wishing to study in this country, and the cost of study-abroad programs inhibits Whitworth students' participation in large numbers. Closer to home, Inland Northwest demographic projections show limited growth in racial or ethnic diversity in the next decade. Therefore, educating U.S. majority students about world-wide cultural differences will require (1) intentional recruiting to bring diverse students to campus, and (2) intentional emphasis on study-abroad programs to immerse U.S. students in other cultures.

### **Campus Culture—Section 3**

On one hand the Whitworth community appears to value international learning and international students. General education requirements include a “Global Perspectives” course, and 40% of the 2003 graduating seniors had studied abroad. (Note: The majority were in January Term courses of three and one-half weeks.) However, in significant ways our actions lag behind our stated values. For example, the enrollment of international students has fallen from 5.49% to 2.74% during the past decade, and there has been little coordinated institutional response. Some current international students have reported feeling marginalized on campus, and there is a sense that few U.S. students take advantage of interacting with or learning from them. The majority of U.S. students studying abroad have gone to Western Europe and Great Britain, as opposed to cultures less like the U.S., and significant cost barriers rule out international study completely for many Whitworth students. There is work to be done to align campus culture and opportunities more closely with our expressed values.

### **Curriculum—Section 4**

Unlike other facets of internationalization, the curriculum involves 100% of our students. Therefore, it has been and will continue to be one of the strongest ingredients of internationalization. Whitworth has a long history of embedding international education into our curriculum, beginning with adoption of a modern language requirement in 1942. In 1973 the college was ahead of many of its peers in adopting an “Other Culture” requirement, re-named the “Multi-cultural” requirement in 1995. Looking back, the curriculum pendulum has swung back and forth between emphasis on U.S. ethnic cultures and world cultures, influenced by the interests of individual deans and faculty members, as well as several influential grants. The most recent revision of general education in 2002 includes a desire for both and states a requirement for 10-11 credits in “Modern Languages, American Diversity Studies, and Global Perspectives.” Overall, however, there has not been a comprehensive statement of purpose, rationale, or vision that has been clear enough to provide a basis for curricular decision-making. There are also two specific curricular concerns at present. First, since the “Global Perspectives” requirement can be met by the second semester of a language, students and faculty both question whether that is sufficient to meet the spirit of the requirement. A second concern is to increase the number and affordability of semester-long study-abroad programs.

### **Co-curriculum—Section 5**

Co-curricular programs and activities are also based on Whitworth's Educational Principles. They are developed and delivered by a number of administrators and groups with two primary goals: (1) to provide a welcoming living and learning environment for international students, and (2) to provide education for U.S. students regarding other cultures. The majority of co-curricular programming is

overseen by the Student Life division through the Assistant Dean for Programming and Diversity, Esther Louie, and eight student leaders known as Cultural Diversity Advocates (CDAs). This past spring 23 international students lived on campus with U.S. roommates; all others lived off campus. Between the residence hall programs initiated by the CDAs, and the banquet and coffee hours sponsored by the International Student Club, there are a variety of venues for U.S. and international students to interact, yet many of these are poorly attended. Though an increased number of international students might increase engagement, there are additional steps that can be taken, regardless of numbers. Co-curricular programming can be strengthened by closer coordination and better communication of opportunities, along with faculty support for participation in those events.

### **International Students at Whitworth—Section 6**

Whitworth's enrollment has increased 15% over the past 10 years; during the same period, international student enrollment has declined by 36%. In 1994, we enrolled 99 international students (4.89% of total enrollment) and in 2003, we enrolled 63 (2.74% of total enrollment). Those 63 represent a variety of classifications—exchanges, one-semester students from Kinjo (Japan), English Language Program only, regularly matriculated day students, and Master's in International Management. Matriculated, degree-seeking students are usually the smallest number of the total. Total Whitworth financial aid last year was approximately \$14.1M. Financial aid designated for international students was \$263,000. In ten years, aid for U.S. students has increased by twice as much as has aid for international students. In some respects we are not unlike our national peer group; only eight of twenty-nine enroll a higher percentage of international students than do we. Our institutional recruiting priority has been first-time, full-time freshmen; there have been no institutional admissions goals or mandates to recruit international students, and less and less staff time has been devoted to that effort. At present, there is some concern that Whitworth cannot afford the time or money to attract students from abroad; at the same time, there has been no centralized discussion or analysis of marketing to determine what resources would be required, particularly if the college were to apply some of the principles currently applied to recruiting national students, i.e., recruiting through church networks and recruiting students who can afford our tuition.

### **Study-abroad Programs—Section 7**

In 2003, 40% of graduating seniors had studied abroad in one of the following types of programs: (1) Jan Term or semester-long, faculty led programs, (2) exchanges, or (3) programs from other providers such as the Council for Christian Colleges and Universities. Each has different objectives, and the task force sees a role for all three, but would like to increase longer cultural immersion study with Whitworth faculty leaders. At present, the vast majority of students study abroad for one Jan Term, sometimes with minimal cultural immersion. The semester-long programs led by Whitworth professors provides excellent cultural immersion and opportunity for faith-learning integration; it is also more limited in attracting faculty instructors, given the difficulty of leaving family and other classes behind for 3-4 weeks. As for cost, Whitworth programs range from \$1,500 to \$7,000, and are required to be self-sustaining. Students may apply institutional financial aid and are also eligible for additional travel scholarships up to \$600. Students attending ISEP or CCCU programs pay tuition to Whitworth, and Whitworth in turn pays the provider. Statistics show that twice as many female students travel as do male students, that the majority of all students study in Europe, and that humanities and social science majors study abroad more frequently than do science, education, or business majors. A high number of students and faculty would like to participate in cross-cultural education. Cost is the primary barrier for students, whereas barriers for faculty are disruption of semester teaching assignments and of family life.

## **Campus Communication and Coordination—Section 8**

International programs and services are de-centralized to a great degree. A variety of different offices and people have responsibilities related to internationalization, e.g., admitting, providing financial aid or academic advising, orienting, making housing arrangements, handling immigration procedures, and advising about co-curricular activities, to name a few. There is sometimes confusion and lack of clarity among faculty and staff about who is responsible for what, and how to access accurate information in order to assist students. If there is a change in immigration procedures, for example, there's no single venue to communicate that information—or even to know, for sure, which staff or faculty need to know. If an individual or a department wishes to propose a new partnership with another international university, there is uncertainty as to where to go to find out what Whitworth's criteria are or what the process is. If we want to strengthen international learning at Whitworth, then we need more centralized, accessible information and a structural entity which will enable us to strengthen communication and collaboration.

## **Faculty and Faculty Development—Section 9**

Overall, Whitworth faculty support an internationalized learning environment that teaches students more about the 21<sup>st</sup> century world beyond U.S. borders. They have supported cross-cultural study as an outgrowth of mission and a component of general education since the 1940's, most recently in adding Global Perspectives to the general education requirements. Approximately 20% of faculty have lived and/or studied abroad for significant periods of time, including faculty who were born in other countries. Over 25% have led a study-abroad program, and a larger number indicate they would like to. Another indicator of commitment to internationalization is the global emphasis in the School of Global Commerce and Management, established in 2002. The very title is meant to reflect the integration of international study that occurs throughout undergraduate and graduate business curricula. At the same time, across the faculty as a whole, there is need for a better understanding of pedagogical differences among international students, and for stronger integration of international themes within academic majors. The faculty's contributions to internationalization would be strengthened by a comprehensive plan for faculty development, including a grant focused on international education, similar to the Hewlett grant which focused on U.S. multi-cultural curriculum and pedagogy.

## Recommendations

Recommendations of the task force are listed below, along with suggested action steps. We chose to focus and present a relatively small number of recommendations. Although all six are important to the group, they are listed in order of votes; number one was unanimous across all participants.

- 1. Articulate the vision and goals of an internationalized campus and recommend that, for those reasons, an internationalized Whitworth be given strong consideration as a priority in the 2005-10 strategic plan.**

Action Steps: Forward Internationalization Task Force report and recommendations to the President's Cabinet and then to the Presidential Planning Commission

- 2. Increase and enhance study-abroad opportunities for Whitworth students.**

Action Steps:

- Increase the number of semester-long immersion experiences available

- Investigate delivering general education, including language requirements, in immersion settings
- Complete a feasibility study of international learning centers, as per the ad hoc International Education Committee proposal
- Identify specific countries that future generations will be most affected by and establish centers and/or cultivate partnerships for exchanges
- Mitigate costs and enhance revenues to enable more students to study abroad, i.e., investigate different business models and work with Institutional Advancement to leverage resources
- Set a realistic goal for increasing the percentage of students studying abroad, e.g., 50% by class of 2005; within that increase, make special efforts to increase the number who participate in semester-long programs
- Strengthen pre- and post-departure education and debriefing for students and faculty

### **3. Strengthen curricular and co-curricular offerings on the Whitworth campus.**

#### Action Steps:

- Strengthen general education by clarifying the Global Perspectives requirement and offering more courses to fulfill it
- Integrate global perspectives throughout a larger number of courses across the disciplines and majors, including the First-Year Seminar
- Coordinate language study with study-abroad programs to prepare students to function in another culture and to understand the links between language and culture requiring additional language study in appropriate majors
- Integrate international themes into the Murdock “Lives of Commitment” program and the Lilly vocational grant activities
- Create more connections between co-curricular clubs and activities to coordinate planning and advertising
- Create an intercultural house or residence hall and connect to an academic class, e.g., Intercultural Communications. Include 1/3 international students, 1/3 U.S. dominant population students, and 1/3 U.S. non-dominant students
- Assess on-campus study, study-abroad programs, and co-curricular experiences to determine how well learning goals are being met

### **4. Increase the number of international students studying at Whitworth.**

#### Action Steps:

- Set a realistic enrollment goal by which to measure the effectiveness of our recruiting efforts, e.g., 10 additional students per year until we reach 5% of total enrollment (slightly above the 1994 percentage)
- Define an integrated recruiting plan which addresses marketing and financial aid; market specific majors that may be most attractive to international students
- Identify resources necessary to implement the plan in terms of dollars and staff effort
- Consider Whitworth’s mission as well as the growth of the world-wide Christian Church to help determine market niches and expand partnerships; include marketing to global nomads such as MK’s
- Work with Institutional Advancement to identify alternative funding sources for scholarships
- Connect scholarships for full-time, degree-seeking students with applicants who have potential to be future church leaders in their own countries

- Define Whitworth's Christian culture adequately to avoid culture shock for international students

**5. Design an organizational structure to centralize international units for better communication and collaboration.**

Action Steps:

- Convene appropriate faculty and staff currently engaged in internationalizing efforts to specify areas where communication is needed and to recommend models (dean of faculty or his/her designee will serve as convener)
- Coordinate more closely on international student admissions, both graduate and undergraduate
- Coordinate curriculum, co-curriculum, guest speakers and artists, and assessment as they relate to international themes
- Coordinate international information and activities and present them on the web for use by international and U.S. students both
- Advise campus constituencies on curricular and co-curricular matters

**6. Provide a positive, strong climate on campus for international education.**

Action Steps:

- Fund and facilitate a comprehensive plan for faculty development and scholarship related to international education
- Provide opportunities for and encourage faculty to spend time in another culture and/or studying another language
- Raise faculty and staff awareness of student needs with respect to cultural and pedagogical differences; link with the needs of U.S. non-dominant cultures
- Encourage entering students to bring a passport to Whitworth; introduce study-abroad options more systematically to freshmen
- Encourage student leadership to create programs for cultural sharing and learning; link with U.S. non-dominant cultures
- Provide more cross-cultural speakers and films on campus; consider an international-scholar-in residence in the School of Global Commerce or other appropriate departments

## PART II: INTERNATIONALIZING TASK FORCE REPORT

### 1. What is the vision for internationalization as it relates to Whitworth's mission?

Whitworth's catalogs have included some form of international education requirements since the adoption of modern languages as part of general education in 1942, yet the college has not articulated a comprehensive rationale for these studies. There has been tacit assumption that knowledge of the world and cross-cultural skills are components of a liberal arts education and mandated by our Christian mission, yet neither the catalogs nor the strategic plans of the past have included those values. The gap between tacit and explicit objectives is not uncommon in higher education. The American Council on Education's report, "Mapping Internationalization on U.S. Campuses," (2003) found that a weakness across institutions was "a low level of commitment to internationalization, as evidenced by the low percentage of institutions that included internationalization in their mission statement or as a priority in their strategic plan." Among the report's recommendations is the following: "Institutions should make internationalization an institutional priority—include it in their mission statements, make it visible in their strategic plan, and assess their institutional efforts." To that end, the Internationalization Task Force proposes the following vision, mission, and examples of action steps, all with an eye to equipping our graduates best for the world in which they will "honor God, follow Christ, and serve humanity."

#### **Vision for the College (What we aspire to be):**

Whitworth College aspires to offer a distinctive international educational program both on and off campus that elevates the college as one of the nation's leading Christian, private liberal arts colleges noted for excellence in international education. The vision is consistent with the mission and goals of the college, honors the worth and dignity of every human being, and understands learning as a holistic endeavor linking faith with learning, cultural understanding, service, and academic excellence.

#### **Mission of Internationalization (Steps to get there):**

The mission is to encourage the development of students as global citizens who better understand the world and how faith and learning relate to their concern for the world's well being. To fulfill this mission means developing on-campus programs, living environments, and academic programs that serve the vision described above. The goal is to bring international students and faculty to Whitworth as well as to send students and faculty into study-abroad learning experiences, informed by Christian values of mutual respect, functional skills in a another language, cross-cultural knowledge, and opportunities to render service.

#### **Student Profile (Examples of Outcomes of Internationalizing):**

- Achievement of functional use (eligible for 300 level course work) of a foreign language in an international context.
- Improved skills in cross-cultural communication.
- Development of cultural flexibility and adaptability.
- Improvement of self confidence in handling cultural variations in the use of time, work, leisure and learning activities.
- Development of an ethic of service.
- Ability to integrate one's Christian life of faith and service with one's experience of cross-cultural learning.
- Ability to manage details of travel, health, diet, exercise, worship, hygiene, social interactions, economics and service with a measure of ease and grace.
- Ability to make friendships and social networks in an international context.
- Ability to express faith and worship that is culturally aware.
- Development of a perspective on one's own cultural heritage and an enlargement of the student's worldview and perspective on global opportunities and problems.
- Knowledge of how to adjust and adapt to culture shock which may occur both on entering a new culture and re-entry back into one's home culture.
- Enhanced sense of discernment with regard to opportunity and risk.

## Conclusions:

- Adopt International Education as a key goal for the Strategic Plan for 2005-2010.
- Develop a set of learning goals and objectives that would enhance student learning within international contexts and in campus curricula.
- Expand the recruitment of international students on the Whitworth campus.
- Develop and nurture programs of financial, social and academic support for international students' continued involvement with the entire Whitworth community.
- Assess and evaluate how to enhance the communication, dialogue and cultural interactions among international students, American students who have lived abroad, faculty, staff, and students.
- Identify as a worthy goal the broadening of faculty recruitment and hiring to include a wider diversity of international faculty, both as regular faculty and visiting/exchange faculty.
- Complete a feasibility study of international learning centers, as per the International Education Committee draft proposal.
- Develop assessment tools to measure student proficiency and achievement in cross-cultural learning and cultural awareness and the ways these skills interact with a life of Christian faith and service.

## 2. What is the broader climate for internationalization, regionally, nationally, and internationally?

There are a number of factors which strongly affect the need for and implementation of internationalization at Whitworth, including public expectations of higher education, the numbers of foreign students studying abroad, effects of 9/11 and the Iraqi War, demographic trends, and the growth of global Christianity.

### Public Expectations

Two recent studies by the American Council on Education (ACE) indicate the level of internationalization at the undergraduate level in American colleges prior to 9/11 was "disturbingly low" (see the ACE website at [www.acenet.edu](http://www.acenet.edu)) "only a very small proportion of American students command a level of knowledge necessary for even an adequate understanding of global situations and processes.... Fueled by the forces of globalization," there is growing public interest in international issues and events, along with increased awareness that international knowledge, education, and skills are crucial to our students' success in the global marketplace of employment and ideas. Yet, despite the rapidly growing public expectation that colleges and universities in America play a major role in international education, the reality, according to the ACE reports and surveys, is that American colleges and universities are not doing enough.

Prior to 9/11/2001, significant public policy statements and efforts were being made to encourage international education in the USA. In April of 2000, for example, the United States Senate, with the House concurring, passed a resolution (Kerry-Lugar Sense-of-Congress Resolution) to help impart "effective global competence" to American students as an integral part of their higher educational experiences. This resolution was based, in part, on research that showed U.S. college students are failing to graduate with enough international educational experience to meet the current and oncoming demands of business, government, and universities. The resolution went on to express a newly developed, international education policy objective to "significantly increase participation in study and internships abroad by United States students. . .to [provide] a broad international knowledge base." Thus, Congress has expressed a major policy goal of increasing international education experiences for American college students. Moreover, recent grant opportunities from the federal government, particularly Title VI grants, specifically target international internships and study abroad opportunities for funding proposals.

While the evidence shows a need and expectation for higher education to provide more opportunities for international education for students, and the trend among high-quality liberal arts colleges in this region is to do just that, there remains the issue of how that can be accomplished. Recent studies are now focusing on the intangible benefits of study abroad/international education programs. Newly released management organization studies show that organizations (like Whitworth) learn and expand their knowledge internationally, not by just talking about it, or lecturing, or remotely studying about international issues, but by sending out representatives of the organization to foreign locations for study and insight, in a systematized way ("Building a Learning Organization," Garvin © 2000).

Within Christian higher education, the Council for Christian Colleges & Universities (CCCCU), in its July 2000 board meeting, specifically stated that one of its highest strategic priorities is to insure that "internationalization" overlays all of

the Council's work ([www.cccu.org/news/01.08.01b.htm](http://www.cccu.org/news/01.08.01b.htm)). The CCCU has also recently stated that a "substantial effort" must be made to assist its members in dealing with "the fundamentally new global conditions and circumstances" faced by Christian higher education, including the need to treat international or study abroad programs as "pervasive of the total campus environment," and not "separate or exotic." ([www.cccu.org/news/globalguidelines.htm](http://www.cccu.org/news/globalguidelines.htm))

### **Foreign Students Studying Abroad**

In 2003, about 600,000 foreign students studied in America; it is estimated that they contributed over \$12 billion annually to the American economy, as well as untold intangible knowledge and experience to American society. Over 1,200,000 foreign students worldwide pursue higher education outside their home country. Education abroad is so highly valued internationally that many foreign governments subsidize it and competition is keen among students, foreign students and their families, to obtain a Western-based higher education experience. (CNN report, CNN.com, 4/28/04; Center for Higher Education, Boston College, 2004)

At the same time there is a strong desire on the part of international students to study in the U.S., however, the increasing cost of higher education in the USA, compared to other countries, puts many U.S. colleges and universities at a serious cost disadvantage. (OECD, 2004; <http://www.oecd.org/dataoecd/63/62/14483608.xls>). Data collected by the United Nations shows the disparity of public education expenditures as a percentage of GDP between America and other developed nations, representing a significant "public underinvestment" in tertiary education in America. (UNESCO, 2004 World Development Report and Indicators) While the total number of international students is continuing to grow worldwide, increases in foreign-student enrollments in the USA stopped in 2002 and reversed in 2003 at a time when other developing countries have been seeing dramatic growth in their overseas enrollments. Australia is a particularly aggressive recruiter of international students, followed closely by the UK and New Zealand; Australia manifests a highly entrepreneurial approach to enrolling graduate students to take advantage of the perceived increasingly inhospitable environment for foreign students in America. ("Higher Education Crosses Borders," Dr. Altbach, Boston College, 2004). In addition, foreign students often pay higher average tuition than their domestic counterparts, and on the average more than 75% of their funding comes from outside the USA, according to the Institute of International Education. (See "Education Inputs" in Appendix.)

### **Effects of 9/11 and Iraqi War**

As a result of 9/11, the Iraqi War, and the related fallout, the INS and Department of Justice have revised the visa application and granting process for international students, creating anxiety and some confusion among American higher education administrators and a chilling effect on applications of foreign students. On April 28, 2004, in a copyrighted Associate Press article featured on CNN.com, it was reported that a steep decline in applications from foreign students after 9/11 (a 32 % drop in graduate application, and a smaller drop in undergraduate applications, over the last year) has led to a renewed focus among many American higher educational institutions to once again "stress America's role as a beacon to the world's students." The article went on to state, "Universities acknowledge that the importance of foreign students is not obvious to the public, which has security concerns after one of the September 11 hijackers entered the country on a student visa." However, administrators are insisting that foreign student education in the USA and abroad is more important now post-9/11 than ever. "This is one of America's most effective forms of diplomacy. We're educating people who will be in influential positions in science and industry and government around the world," according to Douglas Kincaid of Florida International University

### **Demographics**

The Inland Northwest faces its own set of unique demographic challenges in internationalization and diversity. According to two recently-released reports by the Institute for Public Policy and Economic Analysis at Eastern Washington University, racial, ethnic, and international diversity remain huge challenges to the region. "Despite several waves of immigration both to and within the country, racial and ethnic migration and settlement have largely bypassed the Inland Northwest. This relative lack of racial and ethnic diversity in the region continues to the present day, including its major metropolitan area. . .Spokane." One of the fastest growing population segments in the Inland Northwest, however, is in international populations. A large portion of the migrants to Spokane over the last few years are international; however, as a total population in a region that is 92% Caucasian, these actual numbers remain small. ("Racial and Ethnic Diversity in Spokane County, Washington and Kootenai County, Idaho" Dr. Steven Neufeld, Eastern Washington University Institute for Public Policy and Economic Analysis, August 2003 and "An Analysis of Population Change in Spokane County, Washington and Kootenai County, Idaho" Dr. Fred Hurand, Eastern Washington University Institute for Public Policy and Economic Analysis, December 2003).

In comparison, Whitworth College's international student population has fallen to just below 2% of its student body; Gonzaga University's international student population is 1.6% of its enrollment; and Eastern Washington University's international student population is 2.2% of its enrollment. (National Center for Education Studies, Institute of Education Sciences, U.S. Dept of Education, <http://nces.ed.gov/ipeds/cool/>, 2004) However, as of summer 2004, EWU is developing an agreement with Bellevue Community College to provide guaranteed admission for qualifying international students, thus making it easier for those students to receive visas. Recent statistics show there were 3,667 foreign students studying in Washington community colleges in Fall 2003. EWU will tap this pool to increase their foreign student enrollment.

In terms of future demographic trends, a report entitled "Knocking at the College Door: 1988 to 2018" (Western Interstate Commission for Higher Education, 2003) projects that numbers of American high school graduates will begin to decline starting in 2008 for the following ten years. In contrast, the growth rates of foreign student populations, particularly of those from the 2/3 World, are projected to explode. In ten years, over 1/2 of the world's population will be in Asia (currently about 40% of the world's population is in China and India). About 1/2 of that market is under the age of 25, and only 5% of that market is college educated. (World Bank studies, 2004). Recognizing political risk concerns and strategic/financial issues that must be brought to bear in helping decide the right path for Whitworth's internationalization effort, it is still important to note that many institutions, countries and regions of the globe see Asia as a higher education growth market.

### **Growth of Global Christianity**

A final international factor influencing Whitworth's need for greater internationalization, given the institution's historic mission, is the growth of the Christian church outside of the U.S.. Recent demographics show that the center of Christianity is shifting away from North America southward to Africa, Asia, and Latin America. Joel Carpenter, provost at Calvin College and author of The Changing Face of Christianity, states that "sixty percent of the world's Christians are living in Africa, Asia, and Latin America." The vast majority of Christians by 2025 will be neither white, nor European, nor Euro-American, representing a dramatic swing in just 100 years. Latin America and Africa will together account for half the Christians on the planet in 2025; Christians will continue to account for about 1/3 of the world's population. (The New Christendom: The Coming of Global Christianity, Jenkins, 2002) By 2050, only about 1/5 of the world's population of Christians will be non-Hispanic Whites. "Soon the phrase 'a white Christian' may sound like a curious oxymoron, as mildly surprising as 'a Swedish Buddhist.'" (World Christian Encyclopedia, 2nd Ed., 2001) The degree of religious diversity in North America, though, will remain very limited compared to most sub-Saharan Asian and African nations (The New Christendom: The Coming of Global Christianity, Jenkins, 2002). The changing face of global Christianity, given Whitworth's mission, has a number of implications for us, including an opportunity to help educate future leaders of the world-wide church.

### **3. Campus Culture—what are the traditions? The current environment?**

Whitworth has a tradition of supporting the concept of internationalization. We have made a campus-wide commitment to diversity. At times in the college's history, emphasis has been placed on promoting international awareness. In general education and in certain majors, students receive exposure to worldviews and cultures beyond our own. We celebrate students who exemplify service and leadership, recognizing that frequently these outstanding students point to their cross cultural experiences as pivotal in their personal development. 2004 Commencement speaker Jake McCoy and Woodrow Foundation Scholar, Christina Bumgarner, are recent examples. In spite of this heritage, the current campus culture at Whitworth with regard to internationalization may be described as one of ambivalence. Others would say "benign neglect."

We are not alone. In the November 2003 issue of *Language*, Madeleine F. Green, vice-president of the American Council on Education, commenting on a study of curricula and programs at 752 institutions of higher education said, "American colleges and universities demonstrate a disappointing level of articulated commitment to the significance of international learning" (<http://www.language magazine.com>, p. 41). The Strategic Task Force on Education Abroad, co-chaired by former Secretary of Education Richard Riley, and reported on CNN, likewise pointed to "a serious deficit in global competence" in the U.S.. "America's ignorance of the world is now a national liability....Our country simply cannot afford to remain ignorant of the rest of the world. The stakes are too high." In her article, Ms. Green warned that colleges "can't count study abroad as the major vehicle of internationalization." Curricular emphasis, faculty involvement and the inclusion of international students in the college community likewise contribute to an internationalized campus and to globally competent graduates.

In the spring of 2004, the students of Whitworth College formally asked the Department Chairs, through a motion from the Shared Governance Committee of ASWC to address issues surrounding both the Global Perspectives requirement and

students' need for international experience. The students stated support for the GP requirement and its rationale, but found "the manner in which it can be fulfilled incredibly insufficient." They recommended that the GP requirement either require international experience or be met by a "small but substantive range of courses which *truly* provide cultural exchange." The memo goes on to state that opportunities for study abroad should be better communicated to students through the faculty. The students desire that global competence be connected to their learning and supported by the faculty, not merely exist as an option for those who can afford to participate.

Over the past decade, the number of international students attending Whitworth has declined from 5.49% of the student body in F93 to 2.74% in F03. There are many reasons for the decrease, most beyond our direct control, e.g., economic recessions, shifting demographics, world tensions, and competition from Australia and Canada. International students who do attend Whitworth report a high degree of satisfaction with services offered by the college, and generally report feeling accepted by other students, with significant exceptions. [Data to insert here still being gathered and analyzed.] In the fall of 2003, four international students reported feeling excluded and judged by students in their residence hall(s) because the international students did not identify themselves as Christians. To its credit, the college responded with efforts to hear the issues and understand the tensions; the president convened two discussions to allow international students to express their needs and desires. Results of those sessions were shared with Student Life leadership.

At the level of vision and rhetoric, Whitworth College values internationalization. We seek a broadening of students' worldviews; we value "equipping and empowering students to be inter-culturally competent in a global society." The college uses attractive images of international students in printed promotional materials and on our website. Annual events (the International Banquet in the fall, Taste of Japan in the spring) showcase international students' talents and some aspects of their diverse cultures. Conversations with college employees (faculty and staff) reveal widespread support for the shared vision. But all this apparent evidence masks a different reality.

**At the level of implementation, we fall short of our own vision and rhetoric. Vision is meant to be large, but to be realized even in part, vision needs to be turned into coordinated action which is supported by resources and is regularly assessed.** We are long on vision and assumptions, and short on coordinated action, resources, and assessment.

We need to compare the way we speak to and represent ourselves with the way we act and allocate resources. The faculty hopes that recent revisions to general education will have desired outcomes with regard to graduates' global perspectives. The students have supported this goal. Intentional action is needed to realize it. Perhaps the frequency with which international students appear in connection with Whitworth's corporate image reflects an unspoken goal even though it is disproportionate to their actual enrollment. As a college, we need to set recruitment and enrollment goals and resources in proportion to our projected image, or reassess the image. The annual showcase events mentioned above provide an opportunity for the surrounding community to interact with our international students, but often draw small attendance from among our student body or faculty. Conversations with Whitworth employees across campus reveal positive assumptions about the college's commitment to internationalization, but also common misconceptions about how the college supports the concept. For instance,

- 1) It is widely assumed that Whitworth recruits internationally for undergraduate students. Most people are surprised to learn that there is no coordinated, strategic international recruiting at the undergraduate level.
- 2) Another widely held assumption is that international students living in the dorms enrich the cultural life on campus. Even when international students live in the dorms, cultural sharing is not automatic; it requires a great deal of support and facilitation. Furthermore, nearly all international students who are at Whitworth to earn a degree choose to live off campus with other international students. They report they cannot afford on-campus room and board expenses, and most say they have more friendships with other internationals than with Americans.
- 3) Another assumption is that financial aid is strategically used to recruit and retain quality international students. Whitworth does offer financial aid, generously in some cases. But the method of allocating financial aid has not been strategically tied to recruitment; rather, financial aid for internationals has been offered only in response to an international student's specific request, once he or she has already discovered the college, applied, and been tentatively accepted.
- 4) A last assumption is that Whitworth students, because they are generally motivated by a Christian worldview, are friendly toward internationals. Unfortunately, with a few shining exceptions, the general tone is again, one of benign neglect. Internationals are accepted in the mix, but seldom proactively included. Occasional confrontations

over matters of faith receive attention, but the basic tone is pleasant tolerance and non-involvement. A visit to the HUB during any mealtime will confirm this observation.

While overall enrollment at Whitworth has increased by more than 500 students in the past decade, enrollment of international students has declined. Many factors contribute to the decline. Still, there has been no sustained or coordinated discussion at the highest levels to address the issue. Our campus culture of trust and good-will can act as a barrier to forthright discussion, coordinated action, and realistic assessment of our efforts.

Finally, Whitworth's strong Off Campus Studies exchange programs attract a number of Whitworth students every year who are eager to study abroad. Students compete for the opportunity to be included in many study abroad opportunities. That is a strength of which we can be proud and which merits continued, even expanded, support. However, our existing exchange programs tend to privilege international students from countries which Whitworth students most want to visit: France, Germany, Spain, England, Ireland, and Scotland. Exchange students whose cultures are more similar to our own—and who use English well—are easier for faculty and students to incorporate on our campus. But the future is not likely to be such a mirror. As we look to the future, we need to ask what Whitworth plans to do to equip its graduates for the 21<sup>st</sup> century which is destined to have a far more Asian character. A liberal arts education can and should challenge us all—students, faculty, and staff alike—to examine our assumptions and engage in realistic dialogue about the future.

#### **4. Curriculum—What curricular changes would strengthen internationalization?**

Whitworth College has embedded international education into its curriculum since 1942 with its adoption of a modern language requirement for graduation as part of the general education requirements. A reading knowledge of one foreign language was required for graduation. There were two purposes for the language requirement: 1) to read foreign literature dealing with one's major or minor for "purposes of scientific investigation and research and for applications in all walks of life," and 2) "to afford a purely literary training and to create in the student an interest in the language as a source of aesthetic pleasure and cultural as well as human value." In addition to the classical languages of Greek, Latin, and Hebrew, taught to benefit biblical studies, modern languages of French, German, and Spanish have been taught since 1916 as general education options. More recently Russian, Japanese and Chinese have been offered.

In 1973 Whitworth added an "Other Culture" graduation requirement which continued in various forms until 1995 when the title was changed to "Multi-Cultural Studies." This graduation requirement complemented the modern language requirement. A number of grants from the federal government were received to assist the college in internationalizing its curriculum. In the 1980's the college received a prestigious FIPSE grant (Fund for the Improvement of Post-secondary Education), designed to improve the modern language skills of professors with the hope that they would begin travel and contacts with their peers throughout the world. It was also hoped that professors would begin to change their courses in content and offer new study programs abroad. A number of faculty traveled abroad and improve their skills in Spanish, French, German, Russian, or Japanese. Course offerings were changed as a result of these initiatives. For example, western civilization courses became world history courses, sports medicine made contacts with Japanese training techniques, and music study abroad programs became available. This initiative built on an already established study abroad program mentioned in the 1973 catalog with programs in Europe, the Middle East, Asia and "other foreign areas."

With recent curriculum revisions in the general education requirements, the "Other Culture" requirement of 1973 became a Multi-Cultural Studies requirement in 1995 and since 2003 is now under the rubric of "Global Perspectives" which specifically addresses the international education component. Discussion continues on how best to implement this degree requirement and to what extent it might entail both on-campus and off-campus offerings. There is also discussion as to how current the content should be to meet this requirement designed to enhance students' understanding of contemporary differences.

Finally, it should be recognized that much elective credit and some credit for departmental majors in the Whitworth degree require international education. Both the international studies and cross-cultural studies degree virtually require off-campus study abroad. The Master's in International Management is seriously considering this requirement for a Master's at Whitworth. The Modern Languages department strongly encourages its majors in French and Spanish to travel abroad to gain skills in functionality, fluency, and cross-cultural awareness. There is no doubt but that Whitworth College has embraced international education in its curriculum since 1912 when Whitworth required sight reading of Latin, Greek and German for admission and Professor George B. Jackson provided offerings in German and French. What remains to be discussed is how deep and how far Whitworth will seek to continue to promote international education among its faculty and students.

## **Conclusions:**

1. It will never be possible for 100% of our students to study within another culture during their undergraduate years. Therefore, it is critical that on-campus curricular offerings ensure that students gain international skills and knowledge, including the relationships to faith and values.
2. International education, especially in the study of modern languages, has enjoyed a rich tradition since the earliest years of the college's history. The curriculum in general education needs to maintain and enhance functional acquisition of foreign languages for purposes of research, application to all walks of life, as a source of aesthetic pleasure, for travel, and as a skill to enhance cross-cultural learning. A strong language program will enhance Whitworth's academic reputation as students will be prepared for graduate work and work assignments in a global context.
3. While offering courses throughout its history in classical and modern languages, Whitworth has emphasized primarily the languages of Europe and Latin America with uneven attention to Asian and Russian languages and almost no attention to the languages of Southwest Asia including India. We need to consider how best to help students broaden their studies, as well as going more deeply into language study, that is, beyond the minimum graduation requirement.
4. The current Global Perspectives requirement, while addressing the student's need to deal with some of the contemporary issues with regard to the processes of globalization and interdependency, still needs refinement and attention. Programs and course offerings that meet the expectations of this college graduation requirement need to be expanded so that students have ample opportunity and choices in fulfilling it. Some students have urged the GECCO committee to make this an off-campus study requirement. That may be impractical for a number of students, but it might be a goal and expectation to shape this requirement in such a way that a significant number of students fulfill this requirement by study abroad experiences.
5. Majors who view cross-cultural learning at the heart of their study already strongly encourage students to do study abroad. The college should further encourage these departments to consider making study abroad a requirement, e.g., for majors in Modern Language, International Studies, Cross-Cultural Studies, and International Business.

## **Action Steps: (Examples)**

1. Strengthen general education by clarifying the Global Perspectives requirement and offering more courses to fulfill it, including a range of off-campus study programs. Set target numbers for the percentage of students who will study abroad and track these numbers to benchmark progress over the next five years.
2. Begin a conversation as to the prospect of working the Modern Language requirement into a Global Perspectives requirement so that the second term of a year's foreign language may be taken in a study abroad program with appropriate diagnosis and assessment of student learning of that language.
3. Revisit the Modern Language requirement to determine to what degree it incorporates both functionality and meaningful cross-cultural understanding. Consider the role of expanded lab facilities for language learning.
4. Complete a feasibility study of international learning centers, as per the International Education Committee draft proposal, exploring the financial, logistical and administrative demands this initiative would include.
5. Augment the curriculum by developing strategies to cultivate post-baccalaureate scholarships, awards, and honors for students in the Rhodes, Fulbright, and Marshall scholarship programs. Seek also to make significant progress in gaining admission for our graduates to top tier universities that have strong international programs for the MA, MBA and PhD, or admission to international universities offering advanced degrees.

6. Begin an admissions campaign that emphasizes that students who come to Whitworth not only need to bring their computers, but also their passports. Emphasize that it is a curricular expectation that sometime in one's college career students will be encouraged to study abroad.
7. In the design of Study Abroad Programs, consideration should be given to additional language study, meeting general education requirements, including service learning, and integrating faith and learning. It is desirable to increase the number of full-term immersion programs, while retaining varied Jan Term offerings, particularly for some majors that have difficulty studying abroad for a full semester.
8. Seek to integrate the Murdock "Lives of Commitment," the Lilly vocational grant, and the upcoming poverty initiatives with international education components so that students may learn of the global as well as local dimensions of justice, vocation, and poverty.
9. Develop briefing and debriefing courses applicable to both on- and off-campus learning in diversity and cross-cultural awareness. These courses should begin to think about both a common curriculum as well as the specific needs of students in whatever global learning environment they may find themselves.
10. Begin a study and assessment of the curricular needs of international students on campus. The findings of this study should seek to enhance the learning experiences of international students' interactions with other students, enhance the skills of all students in cross-cultural sensitivity, and enrich the cultural life of the entire Whitworth community.

## **5. Co-curriculum–Which elements foster international learning?**

Listed below are the opportunities for our undergraduate students to interact or participate in co-curricular activities and programs that may promote international learning.

### **Student Leadership**

Cultural Diversity Advocates (CDAs) were created by Andre Branch, Director of Multicultural Affairs, in 1990 and the first four students were appointed for the 1991 academic year. Mr. Branch created this group of student leaders to address the lack of multicultural students in Whitworth's student leadership with the purpose of promoting appreciation for cultural diversity. At the beginning of this program, there was one CDA per two residence halls.

The current eight student CDAs continue the original purpose of promoting appreciation for cultural diversity and work directly with multicultural and international students. At the beginning of the semester, the CDAs support our New International Student Orientation by taking these students on a campus tour, conducting team-building exercises, and generally helping students through the process of moving onto campus. The CDAs develop relationships to support the students during their transition to Whitworth College and/or the United States. As part of the leadership team in the residence halls, they develop activities and programs for the dominant culture as well to increase awareness of cultural learning.

### **International Student Affairs**

New International Student Orientation–Fall and Spring of each year. Fall orientation is two days long, and spring orientation is usually one full day of orientation because of the smaller numbers of incoming international students. Campus tours help introduce students to key offices, i.e. Student Accounts, Health Center, Registrar's, Student Life and Housing office, Safety Office, etc.

### **Friendship Family Program**

The Friendship Family program relies on Whitworth College community members who have an interest in our international students. We ask the Friendship families to provide a home atmosphere for our international students while they are here for their semester or year.

The benefits of this program help our international students have a U.S. home and family experience. Many of our families have a strong international interest and are generous with their support of our students, providing home-cooked meals and outings with their family.

International Student Affairs coordinates this program and schedules a couple of gatherings each semester to bring together the international student and their Friendship Family initially.

#### Student Workshops

Workshops on safety and security, SEVIS and INS information, and tax preparation are some of the services provided for students. They are also connected to Social Security and banking as necessary. The Internal Revenue Service has been generous in providing helpful workshops and assisting students in filling out tax forms. The International Student Affairs office facilitates these connections for our students.

#### Whitworth Worldwide

This program was initiated by our German student, Nina Schmidt, in an effort to join together a U.S. student with an international student to share about each other's culture. In Spring 2004, 13 pairs of students interacted through formal and informal meetings and gatherings.

### **Student Clubs**

#### International Student Club

The Club's website has pictures of the international students and of the many social events and activities.

The annual International Students' Banquet is the main event for the Whitworth Community. Students pride themselves on cooking traditional and cultural foods for the banquet. Many national Whitworth students join in and help out during this event. The dinner is followed by a show created to showcase traditional cultural dance and music, and creative skits.

Weekly Coffee Hour on Fridays began in 2004 as an opportunity for international and national students to get together on a weekly basis. Usually there are a handful of national students with the predominant participation coming from international students. Another purpose of these coffee hours was to provide an opportunity for international students to invite their roommates to this social gathering.

Social Outings and Monthly Birthday celebrations are coordinated by the club along with the International Student Affairs office.

Semester opening and closing dinners and farewells are important events for all the international students and are usually well-attended.

#### Global Nomads

Members are generally U.S. students who have had extended overseas living experience, e.g., missionary, military, business, or government kids. This club has ebbed and flowed, depending on the interest by students.

#### Latin America Club

Members have interest in Latin American countries and may have been students on the Central America Study program.

#### Modern Language Clubs

Clubs in French, Spanish, and German are sponsored by the Modern Languages Department.

### **Financial aid**

Aid for international students (since 1984?) may seem unrelated to international programs, but is a significant element for retention of our international students. (See additional details in section 6.)

## **“Taste of Japan”**

This community program is held in coordination with Spokane’s Japan Week during April each year. Elsa Distelhorst and other Spokane community members created Japan Week in 1991 as a way of strengthening ties with our Japanese sister cities. This event welcomes community members to Whitworth for a Japanese dinner prepared by our Japanese international students, but has been poorly attended during the last several years.

The School of Global Commerce is an active participant during Japan Week and hosts Japan’s Consul General business luncheon for the Spokane community.

## **International Theme Houses**

Students have regularly submitted proposals for residential theme houses for the past eight years. Usually one house has been designated as the “international house.” Members of these houses are usually national students who have international interests and support promoting international themes.

## **Roommates in the Residence Halls**

Depending on the number of exchange students, many of our international students are housed in residence halls and theme houses. This past spring (2004), approximately 23 international students had U.S. roommates, and four students were in single rooms. Approximately 26 international students lived off campus.

## **International Education Week**

We joined the national International Education Week in 2001 created by U.S. Secretary of State Colin Powell. During this week there are a variety of activities and events to highlight international programs available at Whitworth. This week usually culminates with the International Student Banquet. The offices of Off-Campus Programs, Student Life, International Student Affairs, and Modern Languages have collaborated in past IE weeks.

## **Speakers and Artists Series**

Whitworth’s S&A series has supported bringing international speakers and performing artists, as well as U.S. speakers speaking on international topics. Any faculty or staff member may request funding from S&A; proposals are evaluated on the pertinence of the topic and on the amount of engagement with students.

## **Seiwa Football Team**

Russ Richardson, associate professor of Kinesiology, and his students host the women’s touch football team of Seiwa College every other year. They are on campus for two weeks with a group of 15 – 20 students. Russ also hosts Fuji College of Athletics, Japan, annually. They are here for 5 days with a group of 30 students. There is limited involvement with on-campus students since, due to lack of residential space, these Japanese students are housed off-campus.

## **Study Abroad Programs**

Pre-departure and reentry programs for Whitworth College study abroad programs. Most programs have some type of meeting, course, and/or orientation prior to departure on Jan Term or faculty-led semester-long programs.

## **Conclusions:**

- Co-curricular programs for international learning are limited and not widespread for all students.
- Interaction between international and national students is limited. There are limited organized opportunities for full integration of international and national students.
- Direct Whitworth community involvement (faculty and staff) is limited. For example, this past year (2003-04) approximately 13 families participated in the Friendship Family program.

## Action Steps: (Examples)

- Establish a point of contact to coordinate international education, research, guest speakers and groups, and cultural information.
  - There are many different activities and events throughout the year initiated by various departments at Whitworth. Coordinating of these efforts may help us create more awareness, tie-into existing programs, and share information for further development.
- Create connections between the curriculum and co-curricular activities. Involve the international students as appropriate.
- Encourage all student leadership to create programs for cultural sharing and learning.
  - Cultural programming does not have to be initiated by the Cultural Diversity Advocates. More training and information could allow medics to talk about health care in an international context, small group coordinators could present programs on different faiths, ASWC leaderships could explore different leadership styles, etc.
- Increase campus involvement for the International Education Week activities.
  - Involve all who have international programs or study programs, faculty research, etc.
- Increase support of the International Club and its activities.
  - Currently, Lourdes Page who is the advisor of the International Club is redesigning the structure of the club to provide more support for its leadership and for the International Student Banquet.
- Intentionally schedule campus cultural events.
- Schedule pre-departure orientation classes for all students departing for study abroad and re-entry classes for debriefing their experiences.
  - There are many excellent models for pre-departure and re-entry information, many of which are on-line and self-administered. Provide this information for faculty who lead study abroad programs. Consider a common seminar or workshop for all out-going students on exchanges or study abroad programs.
- Create an intercultural theme house aligned with an intercultural communication class. The house members would include one-third international students, one-third U.S. dominant population students, and one-third U.S. non-dominant students. Gordon Watanabe organized a theme house with this design in 1985-1988.

## 6. International Students on Whitworth's Campus—What is the history of international recruitment and enrollment?

### International Enrollment, 1994-2004

	F 94	F 95	F 96	F 97	F 98	F 99	F 2000	F 2001	F 2002	F 2003
Intl student enrollment	99	100	100	94	75	85	72	80	67	63
Countries represented	25	24	24	21	18	20	22	25	22	22
Total student enrollment	2003	2057	2026	2043	2076	2034	2026	2107	2206	2298
% of Intl to total enrollment	4.89	4.87	4.94	4.61	3.62	4.18	3.55	3.80	3.04	2.74

While Whitworth's total enrollment has increased 15% over the last ten years, international student enrollment has declined 36% during this same period. In 1994 we enrolled 99 International students (4.89% of total enrollment) and in 2003 we enrolled 63 International students (2.74% of total enrollment). Enrollment percentages are complicated by the fact that there are several categories of international students, including the following: English Language Program only, semester-only (e.g., Junior Year Abroad students from Kinjo), matriculated full-time, exchange students (semester or year-long), and Master's in International Management. The numbers above are taken from Whitworth's Tenth-day Enrollment Report and reflect all students in all categories.

Whitworth's financial aid expenditure for International students for 2003-04 is \$262,764. Financial aid awards for International students range from \$645 to \$19,665 with an average award of \$10,510. A total of 25 International students are receiving financial aid from Whitworth College this year.

During the past ten years, the resources of the Whitworth admissions office have been focused on recruiting first-time, full-time freshmen from the U.S. The college has not made the recruiting of international students a priority nor has there been encouragement to develop a cohesive marketing strategy linked either with international partner universities or with the international church. Only one of the scholarships designated for incoming students is designated for international students. One admissions staff person has had some responsibilities for working with international applicants, with approximately 10% of her position dedicated to this task at present. In 1999 the International Services office, with the blessing of the admissions office, has corresponded with prospective international students who contact Whitworth, usually in response to ads in Peterson's Guide. In a typical month, records show that an average of 400 responses has been sent in response to inquiries. Once international students actually apply, their applications are processed by the admissions office. Financial aid is awarded through a collaborative process including staff from admissions, financial aid, and International Services. One of the most significant barriers to acceptance is applicants' ability to provide evidence that they will be able to pay Whitworth's tuition. This is especially true, as one would imagine, for applicants from the developing world.

According to comparative data, many other colleges and universities are experiencing similar challenges related to international student enrollment. (See section 2 for additional background on the nature of these challenges.) Locally, Gonzaga reports an international student population of 1.6% of total enrollment. Eastern Washington University reports a 2.2% figure. Nationally, the average international student enrollment of our "30 comparable" institutions is 2.57% (see below). Regionally, Seattle Pacific University (our top undergrad cross-applicant competitor) has also experienced a dramatic decrease in international student enrollment as the following numbers indicate:

#### SPU - International Student Enrollment

1995 – 137 out of 2,326 (5.9%)

1999 – 78 out of 2,531 (3.0%)

2003 – 28 out of 2,787 (1.0%)

Though SPU has not given up all hope of reversing this trend, they are placing a greater emphasis on building a stronger study abroad program for domestic students.

Two institutions from our thirty-member peer group continue to maintain significant international student populations. Dordt College's international student enrollment is 13.1% of total enrollment. Dordt's efforts have focused on recruiting Canadian students which account for almost all of their international student population. Pacific Lutheran University has maintained an international student enrollment of approximately 6% of total enrollment. They have concentrated their international student recruiting efforts in two specific areas: recruiting students from Scandinavian countries and recruiting international students enrolled at Tacoma area community colleges. Calvin College reports 7% and Luther, 5.8%, so it may be of value to contact them about how they recruit.

#### 30 Comparable Institutions -- International Student Enrollment (2002-03)

2.4% Whitman, WA	2.0% Gordon, MA
1.3% Puget Sound, WA	1.6% North Central, IL
N/A LeMoyne, NY	1.5% Hope, MI
3.8% Hamline, MN	1.5% Seattle Pacific, WA
0.6% Capital, OH	2.7% Saint Norbert, WI
0.4% Buena Vista, IA	5.8% Luther, IA
0.7% Ohio Northern, OH	6.6% Pacific Lutheran, WA
1.1% Wheaton, IL	2.7% Whitworth, WA
1.6% Moravian, PA	7.6% Calvin, MI
0.5% Westmont, CA	2.9% Linfield, OR
1.4% Eastern, PA	13.1% Dordt, IA
1.1% Albion, MI	1.5% Central, IA
0.7% Augustana, IL	2.0% Carroll, MT
1.1% Gustavus Adolphus, MN	3.2% George Fox, OR
N/A Westminster, PA	0.6% Pacific, OR

**Conclusions:**

1. Our enrollment of international students parallels that of 90% of our ‘Peer’ institutions. That is to say, Whitworth’s percentage of international students does not appear to be atypical for our size and type of institution.
2. Current institutional resources budgeted for recruiting and financial aid are not sufficient to enhance the enrollment of international students at Whitworth.
3. International students are more expensive to recruit and, on average, require greater financial assistance (compared with domestic students) in order to enroll.
4. In terms of institutional strategic planning, efforts to enhance ethnic diversity recruiting and enrollment have focused in on domestic students of color.
5. Whitworth has not made recruitment of international students a priority, and the last strategic plan is silent on future goals.
6. We will never succeed in sending 100% of U.S. students to study abroad; for this reason and others, having international students on campus will continue to be important for our learning environment.

**Whitworth Sponsored Gift Aid from 1993-2002 for International Students**

Year	UG					GR				
	UG Count	UG Total	UG Avg.	Tuition	% Tuition	GR Count	GR Total	GR Avg.	Tuition	% Tuition
1993	20	139220	6961	11840	59%	2	4000	2000	5060	40%
1994	19	133350	7018	12660	55%	1	1250	1250	5100	25%
1995	19	135000	7105	13410	53%	4	8966	2242	5340	42%
1996	22	159000	7227	14110	51%	6	15340	2557	5800	44%
1997	18	146175	8121	14750	55%	3	7462	2487	6400	39%
1998	26	216341	8321	15370	54%	13	17801	1369	6700	20%
1999	30	255435	8515	15970	53%	20	24117	1206	7000	17%
2000	31	271300	8752	16700	52%	19	31317	1648	7300	23%
2001	24	233715	9738	17800	55%	18	26370	1465	7800	19%
2002	26	227981	8769	18550	47%	13	24194	1861	7800	24%
2003	19	246763	12988	19880	65%	6	19103	3184	8600	37%

## 7. Study Abroad Opportunities for Whitworth Students—How might study-abroad opportunities for Whitworth students be increased?

Currently Whitworth has three study-abroad program models: long and short term faculty-led programs; direct exchanges; and limited options for programs from providers (Council for Christian Colleges and Universities, and Center for Cross-Cultural Studies). These models differ in terms of their logistics, their cost, and the credit they bear.

Whitworth has a long history of **faculty-led programs**. The three semester-long ones are to the British Isles, France, and Central America. To date, the staffing model has been that faculty members have committed about a month each to the program, and the discipline of that faculty member has determined the course(s) and the credits during that month. Back on campus, the other courses taught by the faculty member are either on hold, or staffed by temporary teachers. This model is burdensome for faculty, who find the work involved with the off-campus part of the program significantly heavier than three or four credits would suggest, particularly the first time they teach in the program. It is also not optimal pedagogically to have the other two courses back on campus be significantly interrupted. The British Isles faculty, in particular, are looking at other models for doing this program.

To a large extent, the credit offered on these semester-long programs is dependent on the faculty teaching them. Therefore, it is safe to say that French credit is always part of the offering on the French program, but music, for example, may or may not be, depending on faculty involved. Similarly, Spanish credit is always given on the Central America Program, but again, other credits vary depending on which faculty teach.

January term (and, to a lesser extent, May term) programs are usually proposed by faculty who have a desire to travel to a particular place and teach their disciplines there. They propose a course, which needs approval from Department Chairs and then from the Off-Campus Programs Committee. Setting up a new course usually needs at least a year's lead time. There is strong feeling among some faculty that May term should operate under the same financial principles as Jan term, i.e. that no extra tuition be charged, because some locales are just too inhospitable in terms of the weather in January.

At present, Whitworth has the following January and May term options outside the U.S. (as well as several in the U.S.):

Ancient Philosophy – Greece	Forrest Baird	Philosophy credit
Australia	Kyle Usrey	International Business credit
Berlin/Munich	Elisabeth Buxton	German credit
Central America Study and Service	Jim Hunt and others	Spanish, Sociology, History, Politics, Religion
Computer Science and Math in a Cultural Context	Susan Mabry	
Core 250 – All over Europe	Forrest Baird	
European Roots of Christian Spirituality – France or Switzerland	Karin Heller	Religion Credit
Guadeloupe	French department staff	French credit
Guanajuato, Mexico	Lulu Page	Spanish credit
Israel	Roger Mohrlang or Jim Edwards	Religion credit
<b>This program is on hold until there is no travel warning in place.</b>		
Japan	Russ Richardson	
<b>Open to sports medicine/athletic training majors only.</b>		
Jazz Workshop: Rome, Munich or Havana	Dan Keberle	Music credit
Kenya	Gordon Wilson	Art credit
London	Rick Hornor, Debbie Hansen	Theatre or Music credit

Multicultural Education – sites all over the world <b>Open to education majors only.</b>	Carol Hollar in charge	
Reformation – Germany	Jim Edwards	Religion credit
Rome, Florence and Berlin	Scott Kolbo, Richard Strauch	Art or Music credit
Sociology Study Program in the Holy Lands <b>This program is on hold till there is no travel warning in place.</b>	Raja Tanas	Sociology credit
South Africa	Gordon Jackson, John Yoder	Communications or History/Political Science credit
Thailand	Kyle Usrey, Pam Parker, Gordon Watanabe	Business, Women’s Studies or Education credit

Programs vary tremendously in terms of cost. The semester-long programs charge regular Whitworth tuition, as well as the cost of the program (usually \$6-7,000). January programs charge the cost of the trip only, since tuition is already covered. These costs can range from about \$1,500 to just over \$3,000. May terms charge summer tuition, plus the cost of the trip.

Another of our models is **direct exchange**. Whitworth has reciprocal agreements with many schools and universities around the world, and is also a member of ISEP, which also has world-wide membership. These exchanges are either tuition only, or tuition plus room and board. This model is most successful for more independent students (particularly language majors) who want to immerse in a culture and mainstream in university courses. The Off-Campus Programs office maintains the balance of these exchanges, and Whitworth can never go more than three semesters out of balance at any time. If that happens, the exchange is frozen until the balance is restored. Usually there are 20 students per year participating in direct exchanges.

The third model is the **program provider model**. Whitworth budgets five slots a year for students attending CCCU programs, usually the American Studies Program in DC, which is not overseas, or the Latin America Study Program, or the Los Angeles Film program. We also have five slots a year for the Center for Cross-Cultural Studies program in Seville and Havana, although the U.S. government has temporarily suspended academic activities in Havana.

The off-campus programs office has for many years tried to offset some of the costs of these programs. Many years ago, students were given a Jan term housing rebate if they were going to be off campus in January. The rebate evolved into a grant of \$175 for any student on any program. However, it was felt that this was not a good system, because students who did not need the money could get it anyway, and the amount was not sufficient to be of significant help to those who really needed it. In 2001, funding was re-allocated as follows:

Students with a FAFSA form on file could apply for \$200 for programs costing up to \$2,000 (35 available), \$400 for programs costing up to \$4,000 (25 available) and \$600 for programs costing more than \$4,000 (15 available). Further, the Off-Campus Programs office now pays for one air ticket per Jan or May term, and three per semester-long program, thus reducing budgets for programs and therefore benefiting all students on that program. The Off-Campus Programs office also pays air tickets for “mentees” on programs – faculty who are interested in taking over from a colleague and want to participate in a program to learn how it is done. In 2001, 55 students were helped by this program, to the tune of \$17,600. In 2002, 73 students were helped (24,000), and 65 students in 2003 (\$20,000).

Other travel scholarships are potentially available to students, and the Off-Campus Programs office notifies qualified students of these opportunities. For example, one of our students got an NSEP scholarship for \$12,000 to study in Hong Kong this year.

The budget model for this office is the same as the budget model for the whole campus – trips must be self-sustaining, and no program fees are collected to fund office expenses. This means that for the two program providers we use (CCCU, and CC-CS) we need to budget a year in advance, and limit the number of students who go on such programs. Other colleges and universities have a different model, where fees are charged, but these fees have to sustain the operation of the study-abroad office. The advantages are that students have many more program options, but a disadvantage is that all study-abroad students have to fund the entire operation of the study-abroad office with fees.

Some Whitworth students choose not to avail themselves of our own study-abroad options. They are perfectly free to go on other programs, but they need to withdraw from Whitworth for the semester in question, and only their federal financial aid can be used for these programs, excluding their Whitworth aid.

Attached to this report are a number of graphs showing recent study abroad statistics. Two of the five graphs will show most of what study-abroad activity has been like since the 1995/96 academic year. The other three show destinations and majors for the past two years, as well as the gender distribution of the students traveling. We have only been systematically collecting this data for that long.

First, the study abroad numbers graph reflects a steady increase in numbers of students studying abroad, with “blips” to reflect the travel concerns for Y2K, and also 9/11.

The second graph reflects what we know already, that the vast majority of our students travel for Jan or May term, with an average of 30 students going for a semester, and only about 4 for a whole year.

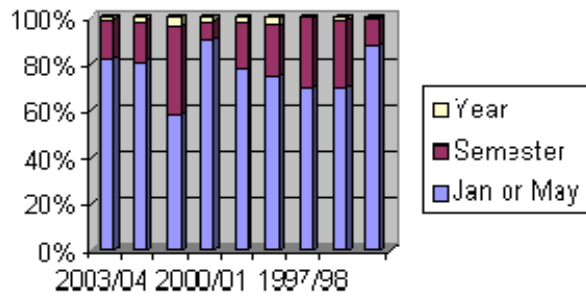
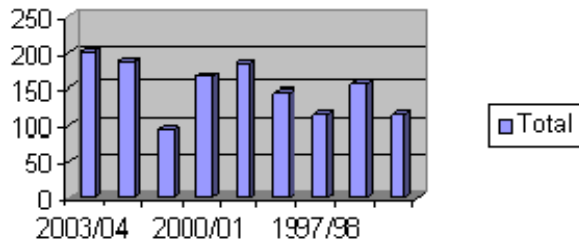
The destinations graph shows that our students mostly travel to where our faculty are leading programs (which makes sense, since the overwhelming majority of our students travel in Jan term and those trips are driven by where faculty are willing to lead them). These destinations change from year to year, but will repeat in predictable patterns every two or three years. The largest number of students travel to multi-country destinations.

The majors graph shows that the most well-traveled majors are humanities students, followed by social sciences. It is surprising how few modern languages majors are represented. Representation by science and math majors, comparatively, isn't too bad.

The gender graph shows what we already know, that about twice as many women travel as men.

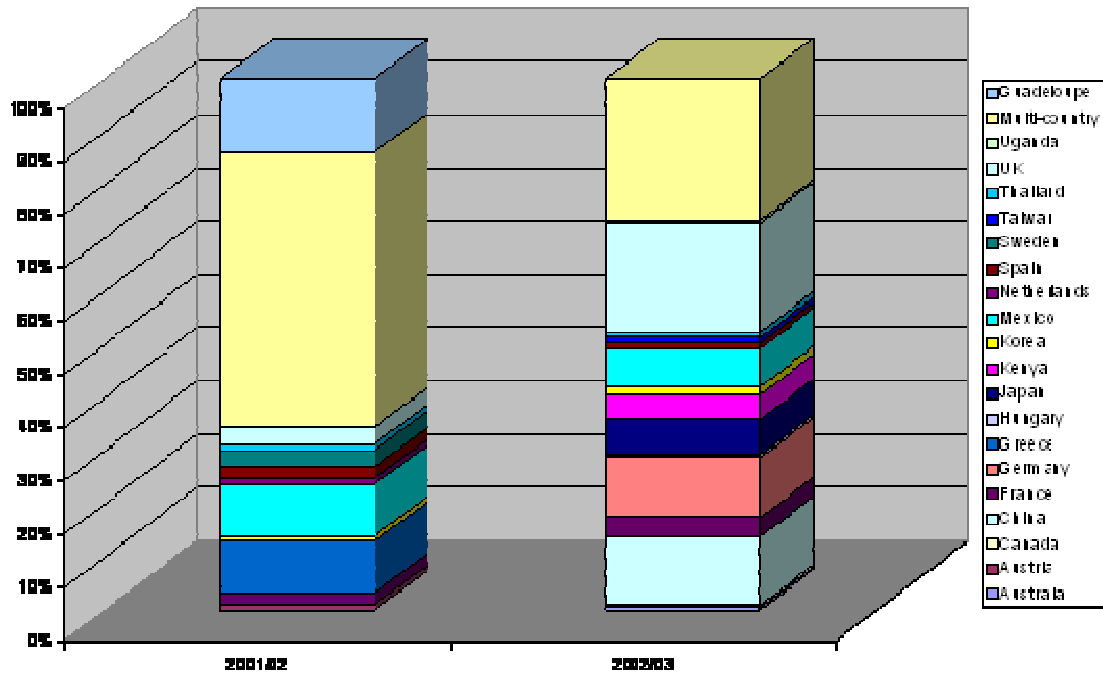
The survey conducted by Michael LeRoy and the ad hoc International Education Committee last year clearly indicates that both students and faculty are interested in study abroad, and also that both groups would like to be able to avail themselves of “local faculty and experts” and be able to immerse in the host culture. Faculty indicates that our present model of semester-long faculty-led programs is very hard for them logistically, in terms of their teaching loads and the toll it can take on family life. They indicated that taking off a whole year might be easier for them. Students stated that barriers to their participation in study abroad programs include financial and curricular constraints. Both groups indicate that European destinations are their first choice. The report, complete with action step recommendations, has been distributed to and discussed by this task force.

### Study Abroad Numbers

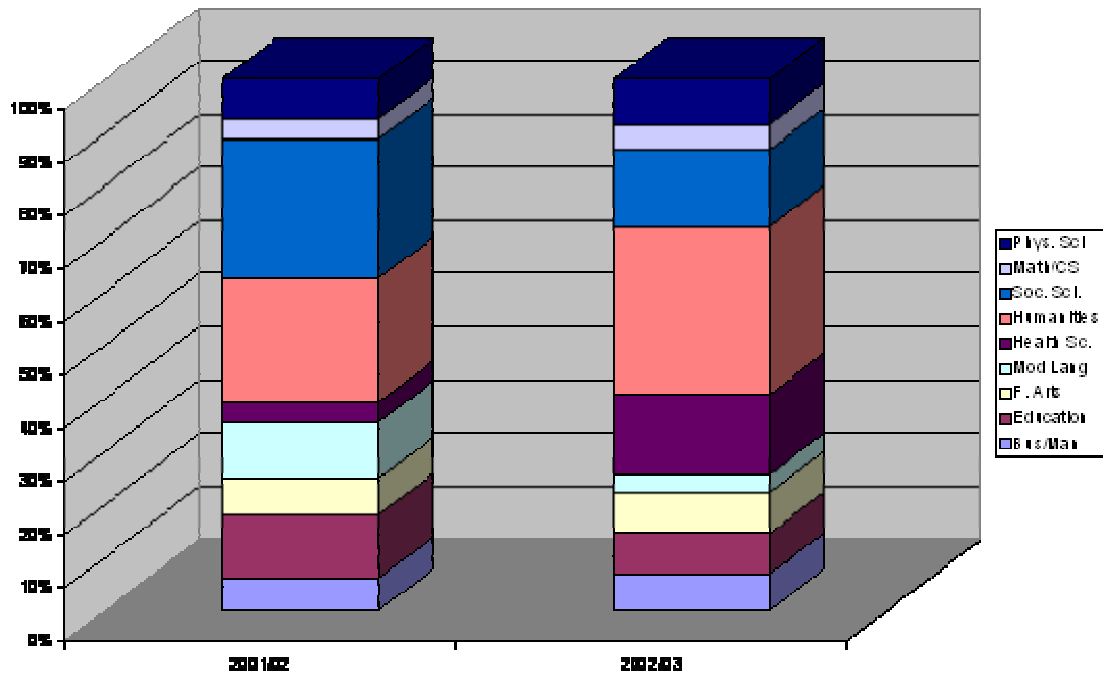


	2003/04	2002/03	2001/02	2000/01	1999/00	1998/99	1997/98	1996/97	1995/96
Total	201	187	93	165	185	144	114	155	114
Jan or May	165	151	54	148	144	107	79	108	100
Semester	33	32	35	13	36	32	35	45	13
Year	3	4	4	4	4	5	0	2	1

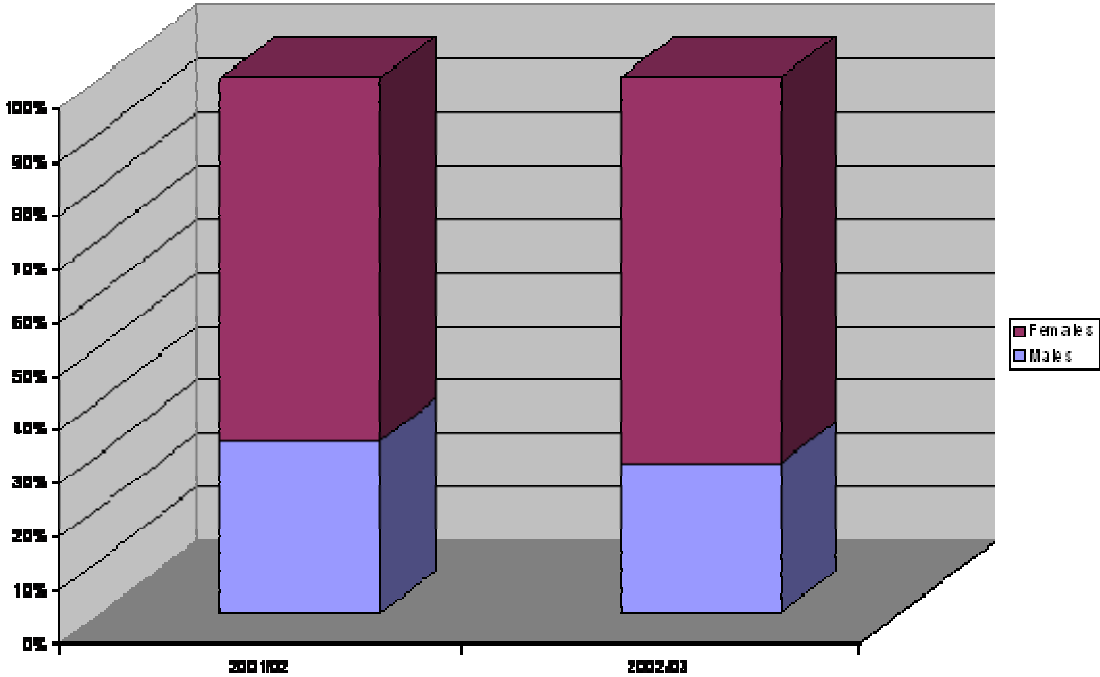
Study Abroad Destinations



Study Abroad Majors



Gender In Study Abroad



## **8. Connections—To what extent do communication channels exist among international components on campus and how well are they working?**

### **Structure**

Due to the decentralized structure of Whitworth's international programs and services, the need for synergy and communication between offices is very high. Unfortunately, the challenge of building effective communication and procedural channels has been daunting, and less effective than we might desire as an institution committed to fostering diversity. When it comes to international synergy, this is an institution where the spirit is willing, but the body is stressed.

### **Connections**

- A number of offices interact over internationally related matters on a daily basis (see diagram.) Some offices are isolated from international activity, and are, therefore, missing opportunities to gain valuable information. For example, the President's office, Alumni Relations, Academic Affairs, and Institutional Advancement are frequently charged with contacting academic partners and alumni for purposes of fund raising and academic exchange. There is no central source through which these offices may obtain key information about international contacts, or learn of other departments planning an international visit.

Another notable gap is in the undergraduate international student inquiry and application process. Currently the inquiry function is being handled by the International Services (IS) staff. They respond to initial inquiries, including those coming in through Peterson's Guide, and follow up with two additional letters. They also answer any questions coming through emails and phone contacts. When a prospective international student actually applies to Whitworth, the application goes directly to the Admissions department, rather than through IS, which is seldom notified of the receipt of the application. ISS loses the opportunity to continue the relationship they have built with the applicant, and to ensure that the student's application is given appropriate priority, consistent with Whitworth's desire to attract international students and diversify the campus.

- Most other office connections are driven by situation and need. Intentionality may be lacking, sometimes resulting in miscommunication or appropriate parties unintentionally left out of the information loop. The complexity of the various types of international student programs--ISEP exchange, EDHEC exchange, MIM, ELP, SELP, JYA, IA, traditional, etc.--makes it difficult to create and communicate a consistent set of procedures and policies related to dealing with international students, and students going abroad for study. This is particularly problematic for offices that provide some form of service to all programs (Financial Aid, International Student Services, Student Accounts, Admissions, Study Abroad, etc.) Conversations between department and program administrators too often open with "does your department do this, or does mine?" Fortunately, the collaborative spirit of Whitworth gets us through these exchanges, and the international student is served – but not as well or as efficiently as we would like.
- Resource limitations and competing agendas may be having a negative affect on interdepartmental cooperation and support for internationalizing activities. Budget constraints sometimes result in insufficient staffing, creating an understandable resistance, by some departments, to take on new responsibilities, or expand services. Reliance on student workers can further slow communication since they need training each term or year. Weak assessment further compromise departments decision-making. For example, funds are spent on Peterson's Guide and website to attract international students each year. Insufficient analysis is done to determine whether this money is well spent. Although the number of inquiries received through Peterson's is collected each year, no effort is made to determine how many of these students actually apply and are admitted and confirmed. What are the factors that influence whether these Peterson inquiries become Whitworth students? Of the prospects who apply, why are they denied or decline admission? Need for financial aid? Aptitude test scores? Program limitations? If the number of admissions and arrivals (through Peterson's) is actually very small, should these funds be allocated to a different form of international recruitment? Though the cost of Peterson's is relatively small, this is an example of the analysis and communication needed to increase effectiveness.

Due to offices' cross-reliance on each other, a slow-down (or breakdown) in process in one office can have a ripple affect that undermines the effectiveness of other offices. For example, international applications that are not processed in a timely manner can lead to delays in the processing of immigration documents. On the other hand, a rush admission can be delayed when Whitworth's immigration specialist is on vacation. Both scenarios can potentially result in the loss of the student to another institution, or the student missing opportunities for financial

aid or early registration. This is an argument for cross-training and continuity of personnel, as well as the enforcement of standardized procedures and deadlines.

- Promising international connections and partnerships exist throughout the campus, but are fragmented at present. There is no common knowledge of the types and terms of the articulation agreements that currently exist between Whitworth and institutions abroad. There is no common understanding of the criteria for institutional partnerships or the role of various Whitworth offices and administrators in establishing or nurturing those relationships. Without a clearer mandate from the College as to the kind of international partnerships that will find support within Whitworth, faculty and administrators are reticent to expend the effort to continue old and develop new relationships internationally. Relationship building needs to be intentional in order to produce outcomes consistent with Whitworth's mission and academic objectives.

### **Conclusions:**

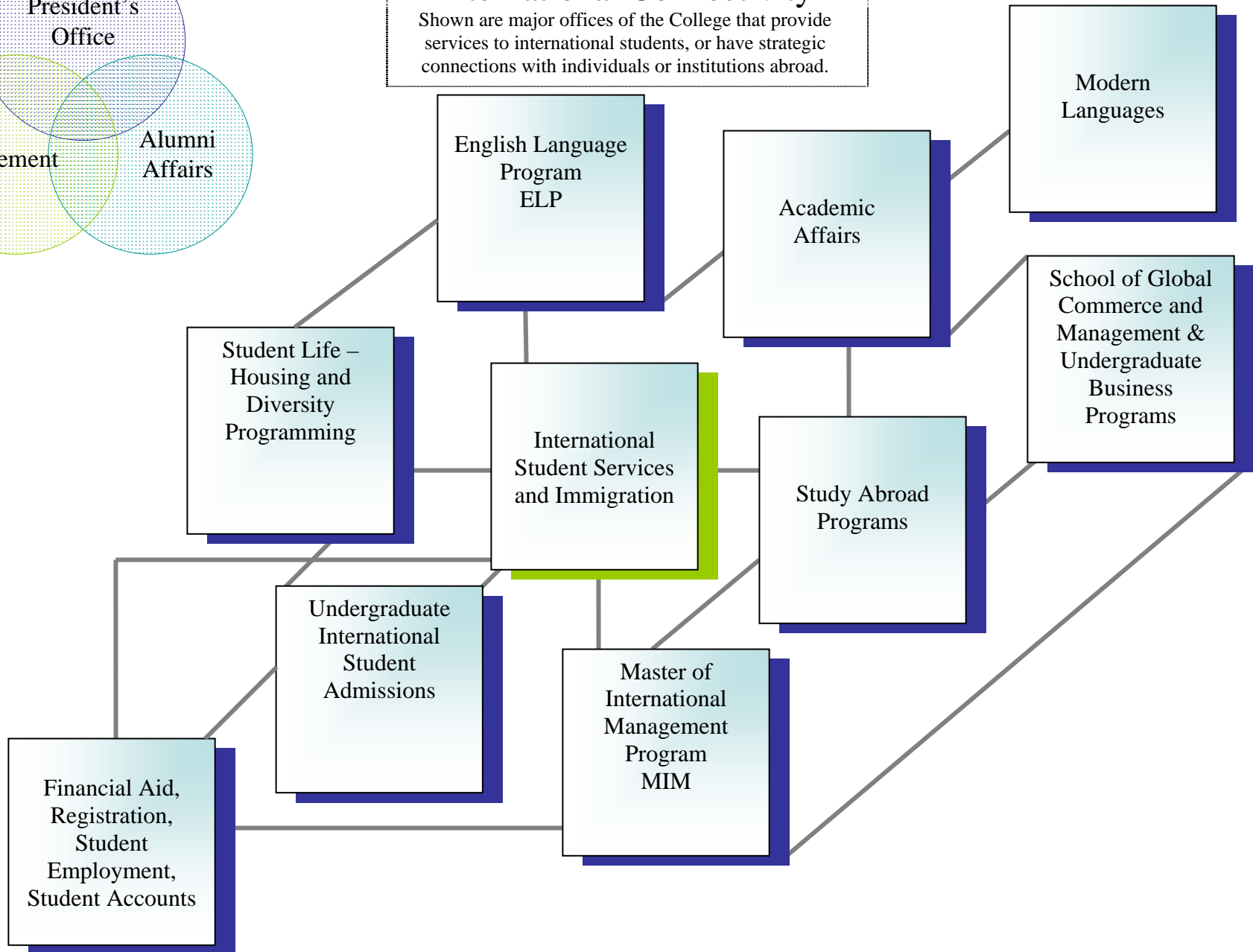
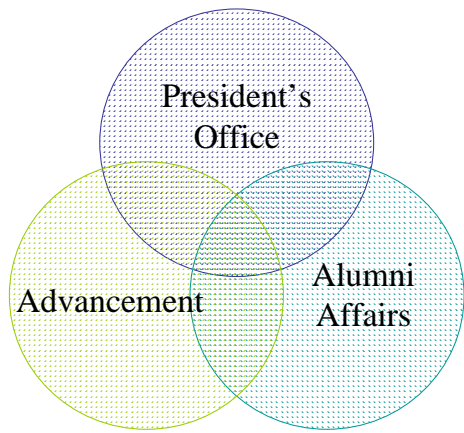
- All groups related to the college's internationalization efforts would profit from being able to access centralized information. One promising avenue would be to create a common web-based resource center including information about international programs, academic partnerships, and contact personnel. Faculty and administrators could list themselves as a contact resource for particular countries or institutional relationships, e.g., China: Forrest Baird, Kyle Usrey, Mary Alberts; Mexico: Lulu Page; Payap University: Pamela Parker, Kyle Usrey; Central America: Jim Hunt; Japan; Judy Lang. When we understand a colleague's need, most of us are willing to share what we know and make the necessary introductions. The important thing is that the campus becomes more aware of existing internal resources and external connections.

A second suggestion for centralizing information is to consolidate current policy and program information so that students, faculty, and staff are able to see the broad range of opportunities and support that exist on campus.

- Another area in which centralization is needed is in services related to international students. At present, services are divided between the Student Life and Academic divisions, and between various undergraduate and graduate offices. There is too much possibility of duplication of services and/or gaps in services. Personnel need to be knowledgeable about purposes and procedures in each other's areas so they can collaborate and refer appropriately.
- A clearly articulated Whitworth vision for internationalizing the campus will guide and support existing international activities as well as the expansion and development of new ideas. Intentionality of direction and criteria will help determine appropriate allocation of resources. By establishing a strong and clearly defined mission, it will be much easier to recognize what is working and what is not, and how best to communicate across the various stakeholders.
- Create an international services handbook that explains the coordination of activities, policies and procedures related to the various programs. A modified version would be useful for students, helping them to see the broad range of campus possibilities. Currently, each office has a version of such, explaining its own procedures, policies, programs, etc. It would be helpful to see them consolidated so that students, faculty, and staff are able to see the broad range of opportunities and support that exists on campus.

# Whitworth Internal International Connectivity

Shown are major offices of the College that provide services to international students, or have strategic connections with individuals or institutions abroad.



## **9. Faculty and Faculty Development—What is the current faculty interest in internationalizing efforts, and how might that interest be supported in the future?**

Clearly an internationalized campus is only possible if faculty see it as a valuable objective and are willing participants. The Whitworth faculty has historically supported international education in a variety of ways. For example, in the early '90's, over twenty faculty participated in a three-year, FIPSE-funded project in which they audited modern language classes on campus, then spent two summers living and studying in countries where those languages were spoken. Over the next decade, participating faculty have lead study programs as a result, e.g., Jim Hunt in the Central America study program, Russ Richardson in the athletic training Japanese exchange, Dick Evans in the music department's offering on Rome and Munich, Forrest Baird in Core 250 in European capitals, and Leonard Oakland for the French study program.

Another example of faculty support for international education is reflected in unwavering support for language study as a part of general education. During years when many peer institutions dropped or decreased language requirements, Whitworth faculty continued to value language study as windows into other cultures. In addition, a significant number of faculty continue to advise their students to study abroad and would like to see more affordable programs developed to increase student immersion in other cultures. Most recently, faculty from a variety of disciplines have been meeting as an ad hoc group, the International Education Committee. For the past two years they have focused their discussions on study abroad and have proposed a new model for long-term study abroad programs that would take place in college-owned or leased facilities.

An additional boost to international education is provided through faculty who hold an international passport and those who have lived abroad for significant periods of time, including graduate school study and assignments as Fulbright Scholars. In Fall 2004, approximately 8-10 of Whitworth's 125 regular faculty hold passports from another country in addition to the U.S.. There have been no recent surveys of the number who have lived and/or studied abroad for periods of time, but those who have done so represent a broad range of departments, including Arlin Migliazzo, Martha Gady, Mary Alberts, John Yoder, Dan Keberle, Roger Mohrlang, Jim Edwards, David Cherry, Pamela Parker, Kent Jones, Rich Schatz, and Kyle Usrey. It is no surprise that a faculty survey done by the ad hoc International Education Committee during spring 2003 showed that a large percentage of faculty value study abroad, and 25% have participated in either a Jan Term or semester-long study-abroad program with students. In the same survey, the majority of faculty indicate they would be interested in teaching Whitworth students abroad, but that the primary barriers for them are family considerations (spouse's job, children's care or schooling) or conflicts with their other teaching and scholarship.

Even though faculty education, experience and values support internationalizing efforts, there are also indicators that we need continuing faculty development regarding the needs of international students on our own campus. Student Life directors report that some internationalized students have felt marginalized or judged aggressively, particularly if the international student is not Christian. We know, based on anecdotal evidence, that more faculty need additional background on pedagogical strategies for teaching international students, and that they could also use more faculty development to connect their disciplines to international issues and events.

### **Conclusions and Recommendations:**

1. We need a faculty development grant focusing on international education, similar to the Hewlett grant which focused on U.S. multi-cultural training. Seed money is an excellent catalyst for change.
2. In addition to opportunities to travel and study abroad, faculty need training to help them teach international students on the Whitworth campus. Useful faculty development ranges from raising faculty awareness of students needs, to understanding pedagogical differences.